U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I   [ ] Charter   [ ] Magnet   [ ] Choice

Name of Principal Mr. Roger D Hill

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Caledonia Elementary School

(As it should appear in the official records)

School Mailing Address 99 Confederate Drive

(If address is P.O. Box, also include street address.)

City Caledonia   State MS   Zip Code+4 (9 digits total) 39740-9670

County   Lowndes County   State School Code Number* 4400 002

Telephone 662-356-2050   Fax 662-356-2065

Web site/URL   http://www.lowndes.k12.ms.us/ces   E-mail roger.hill@lowndes.k12.ms.us

Twitter Handle   Facebook Page Caledonia
CaledoniaElem   Elementary   Google+

YouTube/URL   Blog   Other Social Media Link

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____Date_____
(Principal's Signature)

Name of Superintendent*Mr. Lynn Wright_____
E-mail:
lynn.wright@lowndes.k12.ms.us

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Lowndes Co School Dist   Tel.   662-244-5000
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs Jane Kilgore

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____Date_____
(School Board President's/Chairperson's Signature)

*Non-public Schools: If the information requested is not applicable, write N/A in the space.

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, a public school must meet the state's AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district   3 Elementary schools (includes K-8)
    (per district designation):   3 Middle/Junior high schools
                                             3 High schools
                                             0 K-12 schools

                                             9 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

    [ ] Urban or large central city
    [ ] Suburban with characteristics typical of an urban area
    [ ] Suburban
    [ ] Small city or town in a rural area
    [X] Rural

3. 37 Number of years the principal has been in her/his position at this school.

4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	10	16	26
K	97	99	196
1	80	69	149
2	84	88	172
3	83	82	165
4	82	81	163
5	78	91	169
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	514	526	1040

5.   Racial/ethnic composition of   0 % American Indian or Alaska Native
     the school: 1 % Asian
                                           14 % Black or African American
                                            3 % Hispanic or Latino
                                            0 % Native Hawaiian or Other Pacific Islander
                                           81 % White
                                            0 % Two or more races
                                          100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6.   Student turnover, or mobility rate, during the 2012 - 2013 year: 15%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	**Answer**
(1) Number of students who transferred *to* the school after October 1, 2012 until the end of the school year	72
(2) Number of students who transferred *from* the school after October 1, 2012 until the end of the 2012-2013 school year	80
(3) Total of all transferred students [sum of rows (1) and (2)]	152
(4) Total number of students in the school as of October 1	1005
(5) Total transferred students in row (3) divided by total students in row (4)	0.151
(6) Amount in row (5) multiplied by 100	15

7.   English Language Learners (ELL) in the school: 1 %
                                                        13 Total number ELL
     Number of non-English languages represented: 3
     Specify non-English languages: Spanish, Japanese, Vietnamese

8.   Students eligible for free/reduced-priced meals: 48 %

     Total number students who qualify: 505

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 12 %

    123 Total number of students served

    Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

7 Autism	1 Orthopedic Impairment
0 Deafness	19 Other Health Impaired
0 Deaf-Blindness	21 Specific Learning Disability
7 Emotional Disturbance	10 Speech or Language Impairment
1 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	1 Visual Impairment Including Blindness
5 Multiple Disabilities	9 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	3
Classroom teachers	49
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	25
Paraprofessionals	28
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   22:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	95%	97%	95%	94%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes___   No _X_

    If yes, select the year in which your school received the award.

PART III – SUMMARY

Caledonia Elementary is the only elementary school in the small farm town of Caledonia, Mississippi established in 1908.The town of Caledonia is located in Northeast Mississippi with a population of 1,031. The school serves the local town and surrounding areas as well as the Columbus Air Force Base. The elementary school serves over 1,000 students making it the center of this small town and its people. Some of its students are the fifth generation to attend this school which now serves a diverse culture from the surrounding area. Caledonia Elementary is a Pre K-5 school serving students from many ethnic cultures including Caucasian, African American, Asian, and Hispanics.

Each day Caledonia Elementary opens its day with a welcome from the principal, Roger Hill.He challenges students each day to give their best and meet the daily challenge. Students recite the pledge and the school mission statement, "Challenge all students to attain their greatest potential."The administrators and teachers are highly qualified, many with National Board Certification and advanced degrees. Each week teachers meet in Professional Learning Communities to plan rigorous and effective lessons. They provide students with daily challenges through the Accelerated Reading and Math Programs, meeting the criteria for Master and Model school on a yearly basis.The gifted program encompasses thirty percent of the student population in grades 2-5. The school also has an established art, music, and physical education department. The library is the hub of the school and provides students with reading materials that facilitates not only their love of reading but challenges them to set personal goals through reading logs and certifications. Over 600 books are checked out on a daily basis. Many students set personal goals to achieve honor status and are recognized on Award's Day at the end of the year.

Caledonia Elementary has received many awards and recognition for its success and outstanding academic performance. Caledonia Elementary became the first Reading Renaissance School in Mississippi during the 1997-1998 school year.It was the first school in Mississippi to successfully use the principles of the Reading Renaissance to teach reading to their students.In 2000-2001, Caledonia Elementary became the first Master Certified Reading Renaissance School in the United States. The Mississippi Department of Education has currently assigned Caledonia Elementary School a Level A, the highest achievable status. Since the year 2005-2006, Caledonia has been earned the highest level of achievement making Caledonia Elementary a school of choice in the Golden Triangle Area.

Caledonia Elementary would not be a successful school without the hard work of students and faculty. Students are rewarded for their success and determination through many yearly events. Incentives such as Jumper's Day, movies, field days, pep rallies, and parades are just a few of the events planned by the staff for their students. Students also receive prizes for academic achievements as well as behavior.Students enjoy a week of dressing up during "Drug Free" week as well as the kindergarten in community helper attire. They also participate in "Reading the Most from Coast to Coast" and enjoy a day of reading in their pajamas.Our students participate in school musicals and plays and enjoy field trips to many venues. We want our students to know that we appreciate and acknowledge their hard work and success.

Caledonia Elementary believes in the academic success of all students. The mission statement:"Challenging All Students to Obtain Their Greatest Potential" is a driving force behind the success of our school and its longstanding tradition of striving for excellence. Caledonia Elementary is a model school in the state of Mississippi and a shining light in the Lowndes County School system.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Mississippi Department of Education (MDE) requires that all students in grades 3 – 8 take the Mississippi Curriculum Test, 2nd Edition, MCT2, each year in order to measure proficiency in the areas of Language Arts and Mathematics. There are four performance levels in which a student can score. The following describes each of these performance levels:

Advanced:Students at the advanced level consistently perform in a manner clearly beyond that required to be successful at the next grade.

Proficient: Students at the proficient level demonstrate solid academic performance and mastery of the content area knowledge and skills required for success at the next grade. These students are prepared to work on even more challenging material at the next grade.

Basic: Students at the basic level demonstrate partial mastery of the content area knowledge and skills required for success at the next grade. Remediation for these students may be necessary.

Minimal: Students at the minimal level do not demonstrate mastery of the content area knowledge and skills required for success at the next grade level. These students will need additional instruction and remediation in the basic skills necessary for success at the grade tested.

Caledonia Elementary School's administration encourages and promotes an atmosphere of student achievement through learning and growing. With strong and focused leadership comes a determined and hard-working staff who set goals for both themselves and their students. CES has developed a sense of accomplishment and pride from the success of student performance on all state assessments, and continue to work towards increasing student performance and closing the achievement gap from year to year. Individual student growth goals are set for all assessments including MCT2 tests, STAR universal screeners, and weekly skill tests in order for students to understand and be an integral part of their own core learning progressions. The school's primary focus is for every student to grow and eventually perform at the Proficient or Advanced level on the MCT2. Striving for excellence has become a tradition at Caledonia Elementary; it is what is expected of the school by the administrators, staff, students, parents, and all other stakeholders. CES was awarded the highest possible accreditation status, Level 5, by the MDE in 2005-2006, and has continued to perform at the highest possible level every year since then. Caledonia Elementary has received A School status for the past two years based on data from the state assessments.

CES students have progressively scored well on the MCT2. In May of 2008-2009, third grade students scored 57% Proficient or Advanced in Reading, and increased that percentage to 63% the following year. There was a significant increase in the percentage of students scoring Proficient or Advanced with 79% in May of 2010-2011. There was a slight drop to 73% the next year, but an increase up to 74% in May of 2012-2013. Likewise, in Mathematics, students exhibited the following score percentages as determined by the data acquired from the MCT2 score reports. In May of 2008-2009, third grade students scored 72% Proficient or Advanced. This percentage increased in May of 2009-2010 to 81%, and increased even more the following year to 85%. In May of 2011-2012, students in grade three scored 90% Proficient or Advanced, and slightly decreased this past year to 86%.

The fourth grade students obtained the following results in May of 2008-2009 and May of 2009-2010 with 74% Proficient or Advanced in Reading each year. This percentage decreased slightly to 73% Proficient or Advanced in May of 2010-2011. In response to the lack of growth, the principal made numerous changes to improve the following school year. He carefully recruited and hired three new fourth grade teachers with diverse backgrounds in Reading. In order to support their ongoing efforts to increase test scores, the principal provided common planning times for these teachers, professional development on the best practices in Reading, and various materials and resources such as class sets of books and promethean boards for instruction. After these changes were implemented, the fourth grade students scored 85% Proficient or

Advanced in May of 2011-2012. The students scored 78% Proficient or Advanced this past year decreasing from the previous year. In Mathematics, the number of fourth grade students scoring in the Proficient or Advanced performance levels has been significantly high and increasingly steady in recent years. In May of 2008-2009, the fourth grade students scored 83% Proficient or Advanced, and grew to 86% Proficient or Advanced the next year. This percentage slightly decreased in 2010-2011 to 80% Proficient or Advanced, but strongly rebounded to 88% Proficient or Advanced in 2011-2012. This past year, the fourth grade students grew to 90% Proficient or Advanced in Math.

The fifth grade students performed well in Reading with 80% Proficient or Advanced in May of 2008-2009. This percentage rose to 84% Proficient or Advanced the following year. In May of 2010-2011, there was a decrease to 75% Proficient or Advanced, but has continued to increase since then with 77% Proficient or Advanced in May of 2011-2012, and 81% Proficient or Advanced in May of 2012-2013. Likewise, in Mathematics, the fifth grade students performed well with 88% Proficient or Advanced in May of 2008-2009. Scores in fifth grade math declined slightly the following three years with 85% Proficient or Advanced in May of 2009-2010, 82% Proficient or Advanced in May of 2010-2011, and then 81% Proficient or Advanced in May of 2011-2012. To address this lack of growth, the principal implemented block scheduling so these teachers can focus specifically on improving instruction and increasing test scores. The fifth grade students showed an increase in student performance this past year with 83% Proficient or Advanced.

In May of 2012-2013, the IEP and ED subgroups showed a 10% gap from the All student subgroup in both third and fifth grade Reading. There was also a 10% gap in performance of the IEP student subgroup and the All student subgroup in fourth grade Reading. Because of these gaps in student achievement, the principal and selected staff members developed a plan of improvement which was effective at the beginning of the 2013-2014 school year. Components of the plan included identifying all students included in these groups, and providing data related to these students to their teachers such as MCT2 competency results, growth estimations, "bubble" students, STAR Universal Screening results, and Instructional Planning reports. Other components of the plan were to allow a set block of time each day for IEP students to work with Resource teachers, implement a school wide focus on Reading programs in the Title I Computer Lab, schedule students for Reading remediation in Title I in-school tutoring and also the Wednesday afternoon tutoring program provided by the assistant teachers. The plan also included an assessment plan and a parental involvement policy. In addition to the subgroup improvement plan, the principal set a requirement that students are to take vocabulary tests each time they are available when taking an AR test to increase vocabulary skills among the students. He also hired a Reading Specialist to work with students in grades 3–5 who are performing 2 or more years below grade level according to STAR screening results.

2.   Using Assessment Results:

Caledonia Elementary uses a variety of data from multiple sources to determine methods of instruction to best address student needs. Careful analysis of the results on the MCT2, STAR Universal Screeners, Compass Learning, EZ Assessment, and classroom grades are conducted regularly in order to find patterns of student success and areas in which improvement is needed. Using the data from each of these sources provides a clear picture of exactly how the student is performing consistently over time.

The STAR Universal Screeners are given three times per year to all students in grades 1 – 5. STAR Early Lit is administered to students in grades Pre-K and K. The data from these tests allows teachers and administrators to see exactly where a student is performing in terms of a scale score and a grade equivalent. It is at this time, the TST will decide which students will be put in the Tier process so that interventions can be conducted. The screening report from the STAR test will allow us to see which performance level, whether Advanced, Proficient, Basic, or Minimal, the students are scoring in grades 3 – 5. For the lower grades, the screening report provides categories based on student scale scores including At/Above Benchmark, On Watch, Intervention, and Urgent Intervention. In terms of planning for student learning, teachers use the Instructional Screening report because it gives a detailed list of recommended skills that either the class as a whole scored poorly on or that of an individual student. This is extremely useful for Tier interventions, tutoring, and differentiation within each classroom. Student subgroups can be created in

STAR so that assessment results can easily be analyzed based on each subgroup's performance. These results are compared to the actual AMO table of values when trying to see if our school is progressing as it should be according to the AMO's. CES gives a lot of credit to STAR results because the QDI results from each of the spring screeners for the past two years has been with one point of the school's QDI on the MCT2.

The Professional Learning Community (PLC) groups within the school meet each week to discuss either data or content based on the agendas provided from the Lowndes County School District. Teachers meet in grade levels and/or subject areas to discuss data, commonly plan instructional units, and collaborate on best practices. It is during these meetings that the administrators provide information regarding testing, data analysis, and new initiatives in which the school is participating.

Assessments results are dispersed to parents regularly throughout the school year. MCT2 individual student score reports are disseminated to parents at Open House which is held before the first day of school. School and group results are not given out to parents until the MDE notifies the school district that the scores are no longer embargoed. The school district publishes the results from all state assessments in the local newspaper. STAR results are sent home to parents following each test administration explaining student performance. EZ Assessment scores are sent home to parents on weekly skill test and on end of nine weeks test. Parents are also provided data during Tier and IEP meetings and parent-teacher conferences. All other information such as school parent meetings, extra-curricular activities held at the school, homework assignments, class projects, fundraising efforts, etc. are included on weekly newsletters created by classroom teachers and sent home by students on Fridays. Parents are also notified of school business using the AIMS message system, and available for viewing on the schools website, Facebook and Twitter pages.

3. **Sharing Lessons Learned:**

Caledonia Elementary School has always been willing to share success stories and strategies with other schools in the district and surrounding districts, as well as professional organizations.Members of our leadership team have been eager to present at Mississippi Association of School Administrators (MASA) and Mississippi Educational Computing Association (MECA), our MS state conferences. We have shared our success with Renaissance programs, how we use AR and AM, STAR testing, progress monitoring for Tier, etc.We have also conducted work days with Columbus Municipal School District, where they were welcome in our school to visit classrooms and have trainings on programs they were considering using throughout their district and share our formula for success. Several of our veteran teachers have attended workshops and trainings on writing across the curriculum and visual/memory aids and have shared those strategies in grade level meetings and Professional Learning Communities (PLC) meetings during staff development time.Lowndes County School District has had district wide PLC meetings for the grade levels to meet district wide.Principal, Assistant Principals, and special area teachers have also attended district wide PLC meetings.This is a way to learn and share successful strategies with other schools in the district.During the PLC meetings, teachers work on aligning frameworks and terminology across the grade levels, share problem areas, and employ similar grading and teaching methods across the grade levels beginning at Kindergarten. We have always been excited to visit successful schools to learn from them, implement what we learned and then share it with others.Caledonia Elementary School thrives from using best practices in the classrooms.We believe that if something works, you should share it with others.Our principal assigns a mentor teacher for new teachers, to share what has worked and what hasn't.Ongoing success is a priority for our school.We believe it is a requirement, honor, and privilege to help students succeed and reach their full academic and intellectual potential.

4. **Engaging Families and Community:**

Caledonia Elementary School has numerous avenues in which we engage families and community members.Being located close in proximity to Columbus Air Force Base, we have frequent communication with the school liaison.His job is to assist new CAFB families in choosing a school for their children.Military families that live on the military base have school choice between Columbus Municipal and Caledonia schools, as well as private school options.We have been overwhelmed with the number of

families that have chosen our school.We also have an active Parent Teacher Organization that gets parents and community involved with raising money to help our school.CES participates in the local community day, Caledonia Day, in October of each year.Caledonia Elementary also has an annual 3rd Grade Christmas Musical each December.Parents and community members are invited to help prepare and attend the yearly musical.Other times parents are involved are during Mother's Day "Muffins with Moms", Grandparents Day, Dr. Seuss week, and Mystery reader of the week.

Parents are welcome in our school in numerous ways.They are invited to Open House, Parent Teacher Conference days, Tier meetings, IEP meetings, etc.Many parents volunteer in their child's classroom to help the teacher in any way needed.We get parent input from our Needs Assessment Surveys on how we can improve our school and practices.We are always eager to review the survey results and make changes where needed.

We have several technological ways for parents to stay informed in their students' school success.Parents have access to Active Parent to view grades and absences, Renaissance Home Connect to view their students AR and AM test and quiz grades, and AIM automatic phone calls from the principal. We have Twitter and Facebook pages to keep parents informed of school activities.Parents also receive weekly newsletters, and also are required to sign their child's school planner each night.Practical Parent Education (PPE), funded through Title I, is a workshop once a grading period to help reinforce parenting skills and well as enhance parent/school communication.Those workshops are conducted by our school Parent Coordinator.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum:**

The curriculum at Caledonia Elementary School mandates rigorous instruction that is relevant to set high expectations that help all learners achieve academic success.Our highly qualified staff, which include Masters degrees, National Board Certified, and Specialist degrees, strive to provide challenging, engaging educational experiences and opportunities, which are differentiated to meet the needs of all students.Caledonia Elementary follows the Mississippi Department of Education (MDE) curriculum, with a move toward implementing the Common Core State Standards.

Reading-Language Arts
Caledonia utilizes the Treasures Reading Series in grades Kindergarten through five, which is a research based comprehensive reading language arts program that gives educators the resources they need to help all students achieve reading success.High quality literature coupled with explicit instruction and ample practice ensures that students grow as life-long readers and writers.Caledonia was the first elementary school in the nation to achieve Model and Master through the use of Reading Renaissance/Accelerated Reader.Students read to, read with, or read independently for 60 minutes each day, while teachers monitor progress through on going analysis of data.Students read and write across curriculum lines as teachers collaborate on themes and seek to reinforce skills in all content areas.Bi-weekly reading planning sessions allow for the determination of concepts taught, as well as placement of students.Caledonia's focus is based upon the five components of reading:Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension.Along with the school library, teachers also utilize classroom libraries that are categorized by Accelerated Reading levels and/or genre for individualized independent reading.Reading and English skills are not seen as separate entities, although there is designated course time for each skill set.Data drives instruction at Caledonia Elementary School.Strengths and weaknesses are evaluated and instruction is wrapped around identified needs as reflected through assessments and state frameworks.

Mathematics
The mathematics program at Caledonia has a 60 minute block that uses Accelerated Mathematics and the Envisions math series.Teachers collaborate bi-weekly to organize units of study based upon the MDE framework, which includes units on Algebra, Patterns and Functions, Geometry, Measurement, Statistics, Probability, and Number Relationships and Computation.Accelerated Math enables teachers to analysis data and to provide individual instructional support to ensure student's success.

Science/Social Studies
Science and social studies are taught on a daily basis as outlined by the MDE instructional plan.Many of the science and social studies concepts are integrated into daily reading instruction.Concepts in science focus on the disciplines of Biology, Earth and Space, and Environmental Science, while the social studies curriculum is based upon the study of our community, nation, world, and state.

Visual and Performing Arts
Students at Caledonia participate in fine arts through weekly general music and art programs using the MDE curriculum.In general music instruction, students have the opportunity to create, perform, and respond to music using varying techniques.Third grade students perform an annual Christmas program for the school and surrounding community.During art instruction, students are exposed to the exploration, expression, communication, and creation of artwork.In each grade, students discover art elements, such as color, line, texture, form, space, and patterns.Students entered the Columbus Main Street Christmas Art Competition and placed in three of the six categories.Technology is integrated into both music and art instruction.

Physical Education/Health/Nutrition
Students at Caledonia participate in physical education class for 60 minutes each week, which follows the MDE curriculum.Activities include strength, flexibility, agility, and cardiovascular stations. Caledonia has also received a Project Fit America Grant that provides an extra space for physical fitness in-school and

after-school for students and the surrounding community.Students also get 20 minutes of recess daily.Health/Nutrition is taught in the regular classroom in science.

Technology
Caledonia has two computer labs of 25 computers.One lab enhances classroom instruction through the use of Compass Learning and teaching basic computer skills.The second lab is available to classroom teachers to incorporate technology skills of research, writing, and remediation of skills.

Unique Curricula
Managing Educational Resources for the Intellectually Talented (MERIT) is a resource program for students in grades 2-5 that have been identified as intellectually gifted.Students meet for 5 hours per week where they are challenged to achieve metacognition and development of the six process skills:thinking skills, self-directed learning, creativity, research, communication, and group dynamics.

2.   Reading/English:

Caledonia Elementary School's mission statement "Challenge All Students to Attain Their Greatest Potential" is the guiding force behind our Language Arts program. Through research based best practices, teachers provide instruction that meets the needs of all learners.

Our teachers incorporate a variety of resources to facilitate reading and writing instruction.In addition to the Macmillan/McGraw-Hill Treasures basal program, teachers use novel studies, nonfiction passages, and Compass Learning to support students in becoming proficient readers.Consistent with Common Core State Standards, teachers utilize a balance of fiction and nonfiction reading materials for instruction. Reading and writing are integrated in all subject areas.Students' vocabulary is expanded and strengthened through exposure to quality literature.Students respond to reading through writing on a daily basis.Grammar is taught through Daily Language Review and reinforced through the students' own writing.Teachers use Six Traits to teach the writing process.In our classrooms, you will find a wide array of instructional methods such as one-on-one instruction, peer tutoring, literature circles, guided reading groups, research, and technology.Various formative and summative assessments are used to provide feedback.

A key component of our reading curriculum is the Accelerated Reader (AR) program.Based on the student's ZPD (zone of proximal development), teachers set individual goals for students each nine weeks.As well as meeting their goals each nine weeks, students are challenged to participate in the rigorous AR Honors program.Students can choose from a variety of book genres for independent reading practice in our library which is the hub of our school.

Data from the MCT2 (Mississippi Curriculum Test-Second Edition) and STAR assessments that are given three times throughout the year assists teachers in differentiating and scaffolding instruction. Information from the reports is used to pinpoint areas of weakness, allowing teachers to individualize instruction.Students who score in the lower 25% on the MCT2 or below grade level on the STAR assessment receive intensive one on one instruction.In addition to classroom instruction, students are given the opportunity to attend an after school tutoring program on Wednesdays. Remedial instruction is supported and reinforced by two highly qualified reading specialists.

3.   Mathematics:

Caledonia Elementary is currently using the Mississippi State standards for math as well as the Common Core State Standards.The Mississippi framework is divided into five strands: number and operations, algebra, geometry, measurement, data analysis, and probability. The CCSS are divided into five strands: operations and algebraic thinking, number and operations in base ten, number and operations in fractions, measurement and data, and geometry.

Caledonia Elementary is currently using EnVisions by Scott Foresman as the adopted textbook. Our district chose this book because it was closely aligned with the CCSS and allows students and teachers access to the

program online. Through this program, teachers are able to assign activities online for students to complete at home with the help of parents. This allows parents to be an active part of their child's learning and knowledgeable about skills covered in the classroom. Math teachers at our school also incorporate Renaissance Learning Accelerated Math program into daily math instruction. This program enables teachers to individualize math practice, differentiate instruction by using multiple-grade levels, monitor student progress daily, and make data-driven decisions to ensure student success. Teachers supplement daily instruction with manipulatives, center activities, and fact fluency practice.Caledonia teachers use a variety of teaching methods to accommodate all learning styles. These methods may include whole group instruction, small group instruction, peer instruction, remediation, and enrichment. Teachers utilize technology in classrooms with Promethean boards which allows students to interact with the math lessons. Caledonia also uses many computer-based programs such as Math Facts in a Flash from Renaissance which reviews math facts and Compass Learning which personalizes individual instruction for each child.

Students are tested with Renaissance Star Math three times throughout the year to identify individual ability levels and assess growth. Based on these results, teachers and administrators assign tutors to those who are below grade level, struggling with current class work, or may be in danger of failing. These tutors work one on one with these students on skills in which they are struggling. The Star scores also identify students working above grade level which allows teachers to assign higher grade level objectives in Accelerated Math for enrichment. We individualize our instruction to keep our students actively involved and challenged. Regardless of their levels, teachers use this data to personalize their math instruction. Our hope is that our students continue to grow whether they are below average, average, or above average.

4. Additional Curriculum Area:

Visual and performing arts are an integral part of the school experience at Caledonia Elementary. As the mission statement declares: "Challenge All Students to obtain their Greatest Potential", students at Caledonia are inspired to utilize all their talents to reach their potential. Students actively participate in problem solving, creative thinking, and reasoning, and are encouraged to reach their personal best. The students have the opportunity to see how math, science, language, and social studies are an important part of all of life's aspects. Students enjoy both an art class and a music class each week. The gifted program called MERIT (Managing Educational Resources for the Intellectually Talented) also inspires students by engaging them in the performing arts as part of their program. Teachers incorporate academic competencies across the curriculum based on the needs and abilities of the students. For example, special education students are provided with lessons that incorporate their specific interests, abilities, and specific learning styles. The music curriculum included several studies that incorporated geographical musical styles and cultural awareness of differences among countries.The gifted program also utilizes performing arts to examine literature, self-expression, and group dynamics.

Students have many venues to showcase their gifts and talents. Caledonia Elementary was rated number 6 in the state of Mississippi on the Artsonia website having the most submissions, greatest number of community members in their fan club, and the incorporation of technology integration in the school arts program. They also have showcased their talents at local venues such as the Market Street Festival, Columbus Arts Council Gallery, and the local mall. Members of the art club meet weekly after school and explore an area of interest and enhance their art skills. The music program performs for the students and community many times throughout the year.The gifted program provides the school and community with a performance showcasing the performing art talents of our gifted students. Performing and visual arts provides our students with personal experiences that will inspire them to become lifelong learners who reach their personal best.

CES Pre-K uses the comprehensive scholastic curriculum, "Big Day for Pre-K."It is an extensive research based curriculum that is aligned to Common Core, State, and Head Start Standards.Big Day promotes early childhood development at the following levels:social emotional, language and literacy, mathematics, science, technology, social studies, health, physical development, safety, and home to school connection. Big Day uses books from many different cultures to help expose children to the world around them. Our Pre-K students are assessed three times per year to monitor progress in the following areas:oral language development, phonological awareness, alphabet recognition, and mathematics. Because the CES

Pre-K program is a new program, we have not yet been able to see the direct impacts of early education in primary grades on our particular campus.Our curriculum, however, is aligned with Core Curriculum, State, and Head Start standards and our children are given opportunities to develop in social/emotional, language/literacy, mathematics/science, and social studies/safety on a daily basis.This alignment and opportunities make us certain that the impacts of early education in primary grades will be positive. We are starting to see growth within our own Pre-K program. We are putting a major focus on reading, and helping our students begin reading at an earlier age. We are hoping to see more students become successful in passing when faced with the new third grade reading gate.

5. **Instructional Methods:**

At Caledonia Elementary, students' instruction is based on the individual needs of each student. Students are tested in both math and reading using the STAR test to evaluate each child's reading and math levels. MCT2 is used from the previous year to evaluate strengths and weaknesses. Tier students are monitored on a weekly basis and instruction is based on their progress. School wide common assessments are administered at the end of each nine weeks to evaluate each student's success and progress on the skills taught.

Technology plays a central role in the instruction of all students at Caledonia Elementary. Tier students are tutored on a daily basis and progress monitored weekly. There are two computer labs available to the students. One computer lab is staffed by a full time certified teacher and uses computer remedial practice through websites such as: Edmark, Compass Learning, and Math Facts in a Flash to remediate students on the skills being taught in the classroom.The second computer lab is open to classroom teachers to address whole group technology instruction, research, or skill practice.All subject area classrooms are equipped with a Promethean Board to allow teachers to expand the classroom and incorporate multimedia into their instruction.

Differentiated instruction occurs on many levels at Caledonia.Students who may be experiencing difficulty in the classroom are also taught individually and in small groups by tutors, assistant teachers, and volunteers.Intellectually gifted students are given 5 hours of instruction per week addressing their unique needs academically, socially, and emotionally.Advanced academic students are challenged by participating in reading and math honors programs. Reading challenges are also planned throughout the year to encourage students to read in many genres. Music, art, and physical education classes address those students who excel in those areas and provide enrichment outside the regular classroom setting.

6. **Professional Development:**

The Lowndes County School system has a multi-level approach to professional development. The district provides time each Wednesday for teachers, administrators and staff to meet within the district and at the local school level. A survey is given at the end of each school year to allow teachers to give input of staff development needs and to critique current professional development activities. A district plan is provided at the beginning of the school year to inform staff of professional development meetings, locations, and times.Topics are based on needs of the district and local schools.

Professional Learning Communities (PLC) are formed within the schools and within the district. Some meetings are held at the local school while others are being conducted at the district level. Professional Development is also held during the summer months to allow teachers to renew certifications, enhance areas of study, and to familiarize themselves with new curriculum.

In local PLCs, teachers meet within their grades or subject area. At each meeting teachers use data gathered through testing and observation to differentiate instruction, plan strategies, and to plan lessons to meet the needs of all students. Some meetings are held to view data while others are held to develop strategies.Teachers are given data on each student in all tested areas and are able to use this information to improve instruction according to the student's needs. Teachers meet quarterly with other teachers in the district to discuss ideas, strategies, and share materials. Special area teachers meet to align standards in their area of expertise and view data on the students that they serve. They also meet with classroom teachers to

collaborate and plan strategies to meet the needs of the students they serve. Principals and administrators also meet with teachers and local district personnel to discuss data and ways to improve instruction in the district.

7.   School Leadership

Caledonia Elementary School has strong leadership that consists of teachers, administration, and other supporting personnel that work together as a team.The principal sets high expectations for students and sets goals for student achievement.Our school leadership team meets to analyze data, evaluate policies and programs, and brainstorm creative ideas to boost student achievement. Teachers also provide leadership within their grade level teams.These meetings are designed to give guidance and support throughout the grade level.Each grade level has a lead teacher that is a part of the leadership team.The lead teachers' role is to meet with the leadership team, help in decision making process, and make recommendations from his/her particular grade level.

The leadership team of Caledonia Elementary School meets regularly on Wednesday afternoons during staff development time, as well as before/after school as needed.Our team has currently been meeting to ensure we are on track to meet the State and Federal requirements on State tests.We have goals that have been set and we are aiming to reach those goals in all areas, especially Language Arts SPED and Language Arts Economically Disadvantaged.For example, the leadership team determined that our SPED students could easily be tracked through monthly progress monitoring using Renaissance STAR testing.Once the students have tested, the data is analyzed by the teachers and reported to the leadership team.This enables the team to determine strengths, as well as individual growth areas.

Our leadership team is also responsible for editing and revising the School Improvement Plan, planning awards and recognition ceremonies, and planning attendance and positive behavior awards.The team reviews parental and community survey results to determine areas of growth, and also to congratulate the staff in their success.

Evaluation of current teaching methods and student progress is what drives the focus of the leadership team.We feel that that is how we will follow our mission and vision statement to "help each student attain their greatest potential".

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math	Test: Mississippi Curriculum Test, Second Edition
All Students Tested/Grade: 3	Edition/Publication Year: 2008
Publisher: Pearson	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	86	90	85	81	72
% Advanced	31	32	30	24	20
Number of students tested	168	154	163	165	162
Percent of total students tested	99	99	100	98	98
Number of students tested with alternative assessment	2	1	0	4	3
% of students tested with alternative assessment	1	1	0	2	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	78	89	78	67	59
% Advanced	23	21	18	21	8
Number of students tested	62	57	55	61	63
2. Students receiving Special Education					
% Proficient plus % Advanced	78	77	60	70	87
% Advanced	14	18	20	30	15
Number of students tested	14	17	15	10	13
3. English Language Learner Students					
% Proficient plus % Advanced		100	100	33	100
% Advanced		0	0	33	0
Number of students tested	0	1	1	3	1
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	100	100	43	100
% Advanced	0	0	0	25	0
Number of students tested	3	1	3	8	1
5. African- American Students					
% Proficient plus % Advanced	78	85	74	63	62
% Advanced	14	5	15	3	9
Number of students tested	22	20	27	30	32
6. Asian Students					
% Proficient plus % Advanced		100	100	100	100
% Advanced		100	33	67	33
Number of students tested	0	1	3	3	3

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced	100				100
% Advanced	100				0
Number of students tested	1	0	0	0	1
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
9. White Students					
% Proficient plus % Advanced	86	90	87	87	73
% Advanced	34	34	33	28	22
Number of students tested	140	131	130	120	122
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math	Test: Mississippi Curriculum Test, Second Edition
All Students Tested/Grade: 4	Edition/Publication Year: 2008
Publisher: Pearson	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	90	88	80	86	83
% Advanced	31	32	26	22	22
Number of students tested	167	170	162	164	165
Percent of total students tested	99	100	98	98	99
Number of students tested with alternative assessment	2	0	4	4	1
% of students tested with alternative assessment	1	0	2	2	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	83	83	77	78	70
% Advanced	21	13	11	10	6
Number of students tested	68	53	56	69	50
2. Students receiving Special Education					
% Proficient plus % Advanced	77	42	58	70	64
% Advanced	15	17	8	0	0
Number of students tested	13	12	12	10	11
3. English Language Learner Students					
% Proficient plus % Advanced	100	100	0	0	
% Advanced	0	100	0	0	
Number of students tested	1	1	3	1	0
4. Hispanic or Latino Students					
% Proficient plus % Advanced		100	33	100	67
% Advanced		0	33	20	0
Number of students tested	0	3	3	5	3
5. African- American Students					
% Proficient plus % Advanced	82	88	68	69	58
% Advanced	21	16	9	9	8
Number of students tested	24	25	32	35	36
6. Asian Students					
% Proficient plus % Advanced	100	100	50	67	100
% Advanced	0	100	0	67	0
Number of students tested	1	2	2	3	1
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
% Advanced					
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0		0
9. White Students					
% Proficient plus % Advanced	91	88	82	92	90
% Advanced	33	34	32	26	27
Number of students tested	140	140	121	117	124
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

Subject: Math	Test: Mississippi Curriculum Test, Second Edition
All Students Tested/Grade: 5	Edition/Publication Year: 2008
Publisher: Pearson	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	83	81	82	85	88
% Advanced	33	28	29	32	29
Number of students tested	168	162	160	167	166
Percent of total students tested	99	98	98	99	98
Number of students tested with alternative assessment	2	4	4	1	3
% of students tested with alternative assessment	1	2	2	1	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	61	70	69	69	83
% Advanced	24	17	10	12	13
Number of students tested	49	53	61	49	63
2. Students receiving Special Education					
% Proficient plus % Advanced	33	30	42	29	31
% Advanced	0	0	0	0	6
Number of students tested	12	10	12	7	16
3. English Language Learner Students					
% Proficient plus % Advanced	100	0	0		
% Advanced	100	0	0		
Number of students tested	1	2	2	0	0
4. Hispanic or Latino Students					
% Proficient plus % Advanced	67	0	75	67	
% Advanced	0	0	25	0	
Number of students tested	3	1	4	3	0
5. African- American Students					
% Proficient plus % Advanced	69	70	71	67	65
% Advanced	14	13	12	17	0
Number of students tested	22	30	34	36	34
6. Asian Students					
% Proficient plus % Advanced	100	33	33	100	100
% Advanced	100	33	33	0	100
Number of students tested	1	3	3	1	2
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					100

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
% Advanced					50
Number of students tested	0	0	0	0	2
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
9. White Students					
% Proficient plus % Advanced	86	83	86	89	94
% Advanced	37	32	36	37	35
Number of students tested	140	124	151	126	125
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	**Test:** Mississippi Curriculum Test, Second Edition
All Students Tested/Grade: 3	**Edition/Publication Year:** 2008
Publisher: Pearson	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	74	73	79	63	57
% Advanced	27	33	31	21	19
Number of students tested	168	154	163	165	162
Percent of total students tested	99	99	100	98	98
Number of students tested with alternative assessment	2	1	0	4	3
% of students tested with alternative assessment	1	1	0	2	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	65	61	75	49	41
% Advanced	22	21	13	10	8
Number of students tested	62	57	55	61	63
2. Students receiving Special Education					
% Proficient plus % Advanced	29	42	53	50	15
% Advanced	0	24	20	30	0
Number of students tested	14	17	15	10	13
3. English Language Learner Students					
% Proficient plus % Advanced		0	100	33	0
% Advanced		0	100	33	0
Number of students tested	0	1	1	3	1
4. Hispanic or Latino Students					
% Proficient plus % Advanced	33	0	67	50	0
% Advanced	33	0	0	25	0
Number of students tested	3	1	3	8	1
5. African- American Students					
% Proficient plus % Advanced	64	55	78	40	34
% Advanced	14	15	15	10	6
Number of students tested	22	20	27	30	32
6. Asian Students					
% Proficient plus % Advanced		100	66	100	67
% Advanced		0	33	33	0
Number of students tested	0	1	3	3	3
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced	100				100

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
% Advanced	0				100
Number of students tested	1	0	0	0	1
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
9. White Students					
% Proficient plus % Advanced	78	75	79	69	84
% Advanced	31	35	35	23	22
Number of students tested	140	131	130	120	122
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	Test: Mississippi Curriculum Test, Second Edition
All Students Tested/Grade: 4	Edition/Publication Year: 2008
Publisher: Pearson	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	78	85	73	74	74
% Advanced	30	32	26	24	24
Number of students tested	167	170	162	164	165
Percent of total students tested	99	100	98	98	99
Number of students tested with alternative assessment	2	0	4	4	1
% of students tested with alternative assessment	1	0	2	2	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	69	75	61	58	50
% Advanced	18	17	18	12	10
Number of students tested	68	53	56	69	50
2. Students receiving Special Education					
% Proficient plus % Advanced	62	33	41	50	36
% Advanced	0	8	8	0	0
Number of students tested	13	12	12	10	11
3. English Language Learner Students					
% Proficient plus % Advanced	0	100	0	0	
% Advanced	0	0	0	0	
Number of students tested	1	1	3	1	0
4. Hispanic or Latino Students					
% Proficient plus % Advanced		100	33	80	67
% Advanced		0	0	20	0
Number of students tested	0	3	3	5	3
5. African- American Students					
% Proficient plus % Advanced	71	80	53	57	52
% Advanced	25	20	9	6	8
Number of students tested	24	25	32	35	36
6. Asian Students					
% Proficient plus % Advanced	0	100	50	66	100
% Advanced	0	0	50	33	0
Number of students tested	1	2	2	3	1
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
% Advanced					
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
9. White Students					
% Proficient plus % Advanced	79	85	79	79	80
% Advanced	31	34	31	29	30
Number of students tested	140	140	121	117	124
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	Test: Mississippi Curriculum Test, Second Edition
All Students Tested/Grade: 5	Edition/Publication Year: 2008
Publisher: Pearson	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	81	77	75	84	80
% Advanced	23	22	22	21	21
Number of students tested	168	162	160	167	166
Percent of total students tested	99	98	98	99	98
Number of students tested with alternative assessment	2	4	4	1	3
% of students tested with alternative assessment	1	2	2	1	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	59	62	56	61	68
% Advanced	8	11	7	8	11
Number of students tested	49	53	61	49	63
2. Students receiving Special Education					
% Proficient plus % Advanced	33	20	33	29	25
% Advanced	0	0	0	0	6
Number of students tested	12	10	12	7	16
3. English Language Learner Students					
% Proficient plus % Advanced	100	0	0		
% Advanced	0	0	0		
Number of students tested	1	2	2	0	0
4. Hispanic or Latino Students					
% Proficient plus % Advanced	67	0	75	67	
% Advanced	0	0	25	0	
Number of students tested	3	1	4	3	0
5. African- American Students					
% Proficient plus % Advanced	73	63	64	64	47
% Advanced	5	13	6	3	3
Number of students tested	22	30	34	36	34
6. Asian Students					
% Proficient plus % Advanced	100	33	33	100	100
% Advanced	0	33	0	0	50
Number of students tested	1	3	3	1	2
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					100

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
% Advanced					50
Number of students tested	0	0	0	0	2
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
9. White Students					
% Proficient plus % Advanced	83	80	78	90	89
% Advanced	27	24	28	27	26
Number of students tested	140	124	115	126	125
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: